Utah Program Improvement Planning System (UPIPS) EXECUTIVE SUMMARY OF REPORT EAST HOLLYWOOD HIGH SCHOOL February 1, 2007

The attached report contains the results of the first two phases (Self-Assessment Process and On-Site Validation Visit) of the Utah Special Education Program Improvement Planning System (UPIPS). This Continuous Improvement Monitoring Process is conducted by the Utah State Office of Education (USOE) Special Education Services (SES), as required by the Individuals with Disabilities Education Act (IDEA), Part B. The process is designed to focus resources on improving results for students with disabilities through enhanced partnerships between charter school and district programs, USOE-SES, the Utah Personnel Development Center, parents, and advocates.

The first phase of this process included the completion of the Self-Assessment and the development of a Program Improvement Plan. The second phase, On-Site Validation, conducted in East Hollywood High School on January 16-17, 2007, included student record reviews, interviews with school administrators, teachers, students, and parents, and classroom observations. Parent surveys were also mailed to a small sample of parents. Information from these data sources was shared in an exit meeting attended by staff from East Hollywood High School.

This report contains a more complete description of the process utilized to collect data and to determine strengths, areas out of compliance with the requirements of IDEA, and recommendations for improvement in each of the core IDEA areas.

Areas of Strength

The validation team found the following:

General Supervision

- All team members learned a great deal in the monitoring process and the content needed for special education files.
- The Special Education Department became more aware of in-service needs.
- Teachers learned about the importance of file organization to maintain records in compliance with IDEA 2004
- Child Find activities are appropriately implemented.
- Special education forms used at East Hollywood High School have been approved by the USOE.
- General education teachers receive listings of student accommodations needed in their classrooms.
- Strong paraeducator support in special education.
- Principal actively collaborates with special education department.
- All special education files contained record of access and student demographics, including ethnicity and primary home language.
- East Hollywood High School has a small school atmosphere in which all teachers, parents, and students know each other.
- Comfortable classroom environment in which students actively participate.
- Initial evaluations are completed within 60 days.
- Special education files are maintained in locking file cabinets.
- Current special education forms are used.
- Child find activities are appropriate and lead to referrals. Referral forms are included in files.
- East Hollywood High School has an adjusted schedule: starting an hour later than most high schools and students take four classes each term (most students take two core academic and two elective classes).
- Evaluations included documented observations, when needed.
- Projects classes, available each day, allow each student the opportunity to receive additional assistance and work on individual projects.
- Students seemed accepting of each other during class time and hallway passing times. Students were observed interacting positively consistently.

Parent Involvement

- Parents are informed of IEP meetings and take an active role in preparing their students' IEP.
- Parents are given their Procedural Safeguards annually.
- Copies of all special education documents are provided to parents and/or guardians, per parent survey.
- Parents are notified and consulted before change of placement occurs.
- Parents receive Notice of Meeting requests in a timely manner.
- Special education files contain signed consent for evaluations.
- Consent for initial placements were signed by parents and included in each special education file.
- Notice of Meetings for IEP and Eligibility meetings were included in files. Parents stated that meetings were held at mutually agreeable times.
- 7 parents attended and participated in the parent focus group. Parents stated that they enjoyed the "laid-back" climate of East Hollywood High School.
- Parents are included in the IEP process, as documented by parent comments and signatures. Parents also felt that their input was asked for and listened to during their student's evaluation.
- Principal considers parent input regarding school staffing needs and professional development.
- Parents and students reported that special education program and teacher assist their students.
- Parents voiced support for the Projects classes and attributed them to increased student success.
- Parents stated that they receive and understand their Procedural Safeguards.

Free Appropriate Public Education in the Least Restrictive Environment

- IEPs are addressed by focusing on an area of deficit as shown by assessments.
- Goals are developed that adhere to the state core curriculum.
- Eligibility is determined by using a variety of assessment tools.
- IEPs contained measurable annual goals.
- IEPs included documentation of state-wide assessment needs and accommodations for each student.
- IEPs addressed the consideration of special factors and extended school year decisions.
- Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs) were included in the IEPs, when needed. BIPs contained replacement behaviors and strategies designed to reduce inappropriate behavior.
- East Hollywood High School has few disciplinary issues that require the use of an interim alternative educational setting (IAES), but has IAES in place when needed.
- Students stated that receiving special education services in general education classroom helps them receive
 assistance when needed
- Students were able to describe accommodations they receive as part of their IEP.

Transitions

- Students are invited to participate in IEP meetings.
- Transition plans are in place for students ages 14 and older.
- Transition plans are documented as part of the student's IEP.
- Age of Majority notification is in place and documented before the student's 17th birthday.
- Students attend IEP meetings, as documented by their signatures and comments during the student focus group.
- Students state that they participate in interest inventories to determine their interests for transition planning.
- Transition planning includes the discussion of student strengths, preferences, and goals, as described by special education staff and students.
- Course planning and scheduling at East Hollywood High School is based upon student interests and IEP needs.

Disproportionality

- IDEA eligibility criteria are used to ensure that over-identification of ethnic and racial minorities does not occur.
- Evaluations are conducted appropriately and follow East Hollywood High School's Policy Manual.

Areas of Systemic Noncompliance*

- ✓ Reevaluations not conducted within 3 years.
- ▼ Notice of Meetings for placement, transition planning, eligibility, and IEPs not documented or incomplete.
- ✓ Timelines for IEP review/revision and Placement exceeded.
- ✓ IEP Present Level of Academic Achievement and Functional Performance (PLAAFP) statements missing or did not contain information regarding how the disability affects progress/involvement in the general education curriculum.
- ✓ IEP Team Membership did not include the general education teacher
- ✓ Transition plans do not include documentation of age appropriate assessments, PLAAFP statements do not address student transition strengths and needs, IEP goals did not address student transition needs, and transition plans do not contain courses of study designed to meet student transition needs.
- ✓ No LRE data submitted to the USOE.

^{*}These areas represent items where the visiting team could not locate appropriate documentation of requirements of IDEA 2004 and Utah State Special Education Rules in student records or other data sources.